e- Facilitative Leadership and Management: A Perspective towards Globalization

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Abstract— Great leaders and managers get things done, and they care deeply about their organizations' success. But sometimes that's not enough; despite heroic efforts they may encounter roadblocks, lack of cooperation, and unforeseen delays. So , this collaborative research focus on the new distinction of analyzing the contribution of facilitative leadership and management using ICT integration or e-"facilitative leadership and management style" as an interdisciplinary approach of educational method used in this is a triangulation of quantitative-qualitative, theoretical and empirical design. Most of the data a7re gathered through analyzing internet sources as used in supporting the data gathered through open-ended questionnaire and focus group discussion as well as one on one interview to the participants of this study. The concept of this study is more on the views and perspective of respondents in using e-facilitative leadership and management towards globalization. There are fifty participants of this study who are randomly selected through systematic sampling design.

Based from the interview, focus group discussion, open-ended question through writing their views and analyzing the different authors' views from the internet sources, the findings reveal that "e-Facilitative Leadership is a transformational learning experience that expands participants' ability to bring out the best in others" using online communication through collaboration and sharing of ideas in educational management including teaching and learning process. Administrators, faculty, staff and students are all leaders. In order to become global leaders, everybody must learn to maintain the passion of internationalization towards organizational direction and momentum while enabling people to take risks, innovate using online media and "own" the outcomes", have e-facilitative leadership as "the behaviors that enhance the collective ability of a school to adapt, solve problems, and improve performance." Several key strategies are used by e-facilitative leaders: overcoming resource constraints; building teams; providing feedback, coordination, and conflict management; creating communication networks; practicing collaborative politics; and modeling the school's vision. These strategies could be easily dne through digital and online educational management or e-facilitative leadership and management. In conclusion, e-facilitative leadership and management or educational management using ICT is very important towards globalization.

Keywords-e-facilitative, Leadership, Management Style

Introduction

In the coming 21st century education, everybody must be in line with digital tools in attaining the vision, mission, goals and objectives in the teaching and learning process. In achieving the philosophy set by the educational system, everybody must have a heart, mind, and soul that lead to effective instructional leadership and management. In fact, in this age of computer technology, great leaders and managers get things easily done, and they care deeply about their organizations' success. But sometimes that's not enough; despite heroic efforts they may encounter roadblocks, lack of cooperation, and unforeseen delays. Indeed, there are still people who do not appreciate the great of multimedia or online media and softwares to educational management process. They are still traditional thinkers and resist to digital application towards the realization of the vision of schools. Hence, in order to be democratic in leading the people in the organization as well as in teaching the students, e-facilitative leadership and management is the focus

of this collaborative effort on the new distinction of analyzing the contribution of e-facilitative leadership and management using ICT integration or e-"facilitative leadership and management style" as an interdisciplinary approach of educational management. The method used in this study is a triangulation of quantitative-qualitative, theoretical and empirical design with focus group discussion and open-ended questionnaire in analyzing the perspective views of the people in educational organization towards the use of e-facilitative leadership and management through online communication, using softwares for easy retrieval of student's records and other management information system with speed access.

Literature Review

In educational management, there are types of instructional and administrative supervisory leadership applied to the organizations. It depends on the type of situation, behaviour of people and tasks to be attained. Indeed, educational management varies also to the vision, mission, goals and objectives of the organizations. Hence, in order to be effective leaders in educational setting, leadership style will also vary.

According to Lashway (1995) principals were perceived as effective if they took charge of a school by setting clear expectations, maintaining firm discipline, and implementing high standards. This view of leadership was implicitly hierarchical, dependent on administrators firmly exercising their authority to direct subordinates.

Lashway added, because schools are not easily changed by simple prescriptions, researchers began searching for more sophisticated conceptions of leadership. Influenced by developments in the private sector, they have increasingly focused their attention on "transformational" or "facilitative" models of leadership that emphasize collaboration and empowerment. The statements of Lashway really help in the concept of having facilitative models of leadership and management.

David Conley and Paul Goldman (1994) define facilitative leadership as "the behaviors that enhance the collective ability of a school to adapt, solve problems, and improve performance." The key word here is Collective; the facilitative leader's role is to foster the Involvement of employees at all levels.

Several key strategies are used by facilitative leaders: overcoming resource constraints; building teams; providing feedback, coordination, and conflict management; creating communication networks; practicing collaborative politics; and modelling the school's vision (Conley and Goldman). In facilitative leadership the use of power is based on mutuality and synergy, and it flows in multiple directions. The hierarchy remains intact, but leaders use their authority to support professional give-and-take (Diane Dunlap and Paul Goldman 1990).

According to Dunlap and Goldman, schools may be especially appropriate arenas for this type of power because teaching requires autonomy and discretion, not standardized formulas. Teachers can't succeed just by imposing mandates on students; rather, they have to work indirectly, creating conditions under which students will learn. Principals control learning even less directly; they have to create environments in which teachers can work effectively. In short, facilitative power is power through, not power over. Dunlap and Goldman emphasize that facilitation occurs within the existing structure, meaning that whoever normally has legal authority to ratify decisions continues to do so. Unlike delegation, where administrators unilaterally assign tasks to subordinates, in a facilitative environment, anyone can initiate a task and recruit anyone else to participate. The process thrives on informal negotiation and communication.

Moreover, in educational management for the 21st century education, facilitative leaders behave differently than traditional leaders. They spend much of their time negotiating decisions they could unilaterally make; they encourage competitive views from subordinates; they make decisions on the fly, in corridors and classrooms. Thus, effective facilitation may depend less on any particular set of behaviors than on the underlying belief system. Indeed, Conley and Goldman emphasize the importance of trust, "a letting go of control and an increasing belief that others can and will function independently and successfully within a

common framework of expectations and accountability. Achieving this trust is not a trivial task; Conley and Goldman warn that administrators may lapse into "pseudo-facilitative leadership," using the language of facilitation while covertly trying to lead employees to a preordained conclusion. Similarly, Andrew Hargreaves (1991) warns of "contrived collegiality," in which administrators attempt to mandate collaboration using hierarchical methods.

In like manner, facilitative leadership in educational management will become very effective once internet or ICT is also used in management information system particularly in online communication process and other stored data that need speed access in retrieving the file. So, facilitative leadership and management can be easily done using the school administration software. This is the so called e-facilitative leadership and management which are very important for globalization. This is supported with the idea of Mark Van Doren who said "The art of teaching is the art of assisting discovery." to assist in that discovery by providing tools that allow the administrators, faculty and staff to easily organize, track and share information throughout the school. Thus, the education edge using e-facilitative leadership on its own is an excellent tool that facilitates admissions, re-enrollment, communication, reporting, and student billing. When you combine The Education Edge with The Raiser's Edge, The Financial Edge, Online Campus Community, and Online Admissions & Re-Enrollment, your school will have a total software solution that is seamlessly integrated. A fully integrated approach champions accuracy and efficiency while respecting the time of teachers, administrators, parents, and students. Use Faculty Access for the Web to input grades for assignments, quizzes & tests. Create visual seating charts and when all students are present, just press "all present". You can enter assignments for multiple classes at one time. Tools like these make class administration easy. (Retrieved: August18, 2013).

According to Dr. Kapil Dev sharma, in most of the business schools knowledge and information are delivered with teaching aids like slide projector, overhead projector and LCD projector. However, in distance mode of learning various other tools like audio-visual tapes, broadcast on radio and telecast through T.V., teleconferencing through satellite, floppy diskettes and CD-ROMS, networking via ERNET and INTERNET and direct to home DTH technology are being used or may be used in a big way to impart management education in remote areas also. With access to internet, the learners have a reach to an unrestricted pool of knowledge, through the Web T.V. while operating at their home. Hence the homes will come to harbor the ëVirtual class room. With the help of broadcast T.V. the best available professionals, emeritus professors and functional specialists can interact directly to a large number of learners. In remote areas where networking is not available or may not prove cost effective CD-ROMS run on a multimedia PC are treated to be the best option of taking business education. Huge information, data, figures, pictorials, documents, graphics may be stored within them along with audio and video effect. Further internet communication is a very useful medium of imparting knowledge as classroom situations may be created at home with the access to E-mail and web browsing on the World Wide Web, which is now commonly available due to the launch of web television.

In management discipline students come with mature personality. Computer based learning provides them an opportunity for self-growth rather than being taught which stimulates the as they themselves make an appraisal of their achievements in the learning process. On the other hand teachers may also concentrate themselves on development and research related activities as they are relieved from routine monotonous tasks such as tasking, drill, practice and sharing of information. Hence, the new system reduces dependence on conventional and less cost effective infrastructure on elements of learning and also avoids wastage of time to assemble in a class room. It is now realized that IT tools have some relative advantages as compared to conventional mode of information sharing. This generates the[[need for computer which is not only useful in sharing knowledge but also imbibes skills required in a prospective manager such as conceptual, behavioral, analytical and administrative. In business schools case studies, workshop, project work, business games supplements conceptual learning. To develop the ability to apply knowledge in real life and hypothetical situations different soft wares are developed. Now-a-days most of the management literature is also published with CD ROM to provide visual effect to printed material(retrieved: September 8, 2013).

Method/Design

This collaborative research focus on the new distinction of analyzing the contribution of facilitative leadership and management using ICT integration or e-"facilitative leadership and management style" as an interdisciplinary approach of educational method used in this is a triangulation of quantitative-qualitative, theoretical and empirical design. Most of the data are gathered through analyzing internet sources as used in supporting the data gathered through open-ended questionnaire and focus group discussion as well as one on one interview to the participants of this study. The concept of this study is more on the views and perspective of respondents in using e-facilitative leadership and management towards globalization. There are fifty participants of this study who are randomly selected through systematic sampling design.

Findings/Analysis

Based from the interview, focus group discussion, open-ended question through writing their views and analyzing the different authors' views from the internet sources, the findings reveal that "e-Facilitative Leadership" is a transformational learning experience that expands participants' ability to bring out the best in others", "Leaders will learn to maintain organizational direction and momentum while enabling people to take risks, innovate and "own" the outcomes", e-facilitative leadership as "the behaviors that enhance the collective ability of a school to adapt, solve problems, and improve performance." Several key strategies are used by e-facilitative leaders: overcoming resource constraints; building teams; providing feedback, coordination, and conflict management; creating communication networks; practicing collaborative politics; and modeling the school's vision. In e-facilitative leadership management, administrators, faculty and staff used internet communication which is a very useful medium of imparting knowledge as classroom situations may be created at home with the access to E-mail and web browsing on the World Wide Web, which is now commonly available due to the launch of web television. It is now realized that IT tools have some relative advantages as compared to conventional mode of information sharing. This generates the need for computer which is not only useful in sharing knowledge but also imbibes skills required in a prospective manager such as conceptual, behavioral, analytical and administrative.

Conclusion

Through qualitative approach and reading online sources in gathering the data of this study, the researchers found out that e-facilitative leadership management is very relevant in the 21st century education globalization management using the philosophies of pragmatism, constructivism and progressivism as well as the eclectic management style with the integration of ICT. Hence, using computer technology in educational management is very effective through e-facilitative leadership and management style among administration, faculty and staff specifically towards globalization where collaboration and linkages are needed towards internationalization.

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